REPORT OF GRADUATE COUNCIL
September 2, 2004

The Graduate Council approved the proposal from Teaching, Learning, and Culture to offer their Master of Education in Curriculum and Instruction at a distance.
August 28, 2004

MEMORANDUM

TO: Dr. John R. Giardino  
Dean of Graduate Studies

FROM: Dr. James B. Kracht  
Associate Dean for Academic Affairs

SUBJECT: Master of Education in Curriculum and Instruction via Distance Education

Attached is a proposal from Teaching Learning and Culture to offer their Master of Education in Curriculum and Instruction at a distance. The CEHD-GIC unanimously approved this proposal in our June 2004 meeting. We are requesting that this proposal be added to the agenda for the next GC meeting for a vote of approval. Please direct any questions or request for more information to either Jon Denton in the department of TLAC or to me.
The Department of Teaching, Learning and Culture at Texas A&M University requests approval to offer a Master of Education in Curriculum and Instruction via Distance Education

Submitted to the Board of Regents of the Texas A&M University System

July 2004
PROPOSAL
Request for Approval for
Texas A&M University to Offer the
Master of Education Degree in
Curriculum and Instruction
Via Distance Education

Introduction

The graduate faculty of the Department of Teaching, Learning and Culture (TLAC) at Texas A&M University requests authority to offer the Master of Education in Curriculum and Instruction via Distance Education. Internet-linked, computer-mediated instruction will be used. The primary objective is to enable educators in schools who cannot come to the campus for classes to continue their education while remaining employed. Providing the degree by distance accommodates the needs of this group of adult learners. Because of the flexible degree program that the Master of Education in Curriculum and Instruction affords, this degree may be earned through residential courses, using a combination of residential and distance courses, or on-line distance education entirely.

The highest demand and first priority of the department will be the Master’s degree in Curriculum and Instruction with an emphasis area in Science Education. The degree will provide preparation for teaching, and school leadership positions focusing on development, coordination and evaluation of programs in science education. Graduates will find immediate positions in Texas schools, as well as national and international school settings. This M.Ed. degree distance education option in Curriculum and Instruction will provide a sound combination of theory, methodology, and a substantive content area, with some flexibility within the program emphasis, supporting areas. Prescribed courses may be waived or substituted with committee approval, based on student experience and previous training, or demonstration of required skills.

This 36-semester hour graduate degree option in Curriculum and Instruction is designed to assist science teachers to develop effective teaching and research tools that increase educational opportunity and workplace access. Traditionally, the M.Ed. degree in Curriculum and Instruction has developed curriculum theories, pedagogical content, and teaching strategies and this distance education option will continue with these themes.

History and Background

Teacher shortages are acute in high-poverty areas and in academic areas (mathematics, science, special education, and bilingual education). Given this circumstance, states and school districts face the challenge of attracting more people into teaching while improving teacher quality (Stroup, April 24, 2002). The report, Meeting the Highly Qualified Teachers Challenge: The Secretary’s Annual Report on Teacher Quality (USDE, 2002), provides recommendations for carefully examining and changing aspects of teacher certification and continuing professional development of educators. Supporting this view, the National Research Council has called for a fundamental restructuring of teacher preparation/professional development (NRC, 2000a), and the editorial panel of the National Science Education Standards advocated changes in how teachers are educated, recommending “a new way of teaching and learning about science that
reflects how science is done, emphasizing inquiry as a way of achieving knowledge and understanding about the world” (NRC, 1996; NRC, 1997). These views are reinforced by Bransford, Brown and Cocking (2000) who contend that teacher professional development programs need to prepare teachers to think about the enterprise of teaching as building on the student’s existing knowledge base and preconceptions, and to continually assess student progress. These processes of knowing will facilitate teachers developing deeper understanding of themselves and the subject matter they teach.

These government reports and professional literature emphasize the importance of continuing professional development of teachers regarding evolving instructional practices based on research to enhance the processes of teaching and learning. This request is being offered to provide a Master of Education in Curriculum and Instruction via Distance Education to serve the professional development needs of classroom teachers at a distance from the Texas A&M University campus in College Station.

Admission

All students, distance or resident, must apply to the graduate program by completing the graduate application, the departmental application, letters of recommendation and submitting the required documentation, such as transcripts and GRE scores. Submitted application materials are considered as part of a total application packet.

Delivery System

The primary delivery system will be the Internet and World Wide Web. On-line formats will vary by class dependent on material to be presented but will include many of the following: powerpoint presentations, both in written format and with voice over, video lectures, assignments, group projects, bulletin boards, chat rooms, reading assignments and additional course materials. Digital resources such as electronic mail, facsimiles and other distribution venues will be used as appropriate. This mixed media will allow educational interaction between instructors and students.

Degree Program

This Master of Education degree option in Curriculum and Instruction is a non-thesis degree that requires a minimum of 36 semester hours of course work incorporating the following content elements organized into the strands, Academic Learning, Social Climate and Emotional Well-Being, School Improvement and Family and Community Partnerships.

*Academic Learning*

- research-supported, effective instructional techniques for high rates of student academic learning;
- research-supported, effective instructional techniques for efficient and successful classrooms;
- techniques for developing, enhancing and evaluating curricula and lessons for K-12 learners;
• classroom research techniques for evaluating and documenting student and program success;
• techniques for enhancing student success on high-stake state-wide assessments.

Social Climate & Emotional Well-Being
• techniques for enhancing learner self-efficacy and student general self-concept;
• techniques for ensuring school-wide respect for the linguistic/cultural diversity of students and their families.

School Improvement
• skillful participation in school improvement efforts, including needs assessments, goal setting, developing an action plan, evaluating improvement results. School improvement efforts should target academic learning of students.

Family & Community Partnerships
• techniques for developing inclusive partnerships with families;
• techniques for working with the broader community and other social service agencies (interagency partnerships and collaboration).

Required Courses

I. Curriculum and Instruction Core (9 hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>On-line Functionality Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 602</td>
<td>Cultural Foundations</td>
<td>Summer 2004</td>
</tr>
<tr>
<td>EDCI 644</td>
<td>Curriculum Development</td>
<td>Summer 2001</td>
</tr>
<tr>
<td>EDCI 673</td>
<td>Analysis of Teaching Behavior</td>
<td>Summer 2004</td>
</tr>
</tbody>
</table>

II. Suggested Curriculum and Instruction Support Courses (15 - 18 hrs)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>On-line Functionality Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 675</td>
<td>Teaching Strategies: Patterns of Learning</td>
<td>Fall 1999</td>
</tr>
<tr>
<td>EDCI 689</td>
<td>Special Topics in Reading Research in Science Education</td>
<td>Fall 2001</td>
</tr>
<tr>
<td>EDCI 689</td>
<td>Special Topics in Protocols for On-line Materials Development in Science</td>
<td>Spring 2005</td>
</tr>
<tr>
<td>EDCI 689</td>
<td>Special Topics in Professional Development Strategies for Science Teachers</td>
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<td>Special Topics in Advanced Classroom Management</td>
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<tr>
<td>EDCI 689</td>
<td>Special Topics in Educator as Researcher</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>EDCI 607</td>
<td>Programs and Procedures in Supervision</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>EDCI 638</td>
<td>Trends in Curriculum &amp; Instruction</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>RDNG 674</td>
<td>Developmental Reading in the Elementary School</td>
<td>Fall 2006</td>
</tr>
</tbody>
</table>
III. Supporting Areas (6-12 hrs) (select two to four courses)  
All of these courses are currently offered on-line

EDTC 602  Educational Technology  
EDTC 613  Integrating Technology in Learning Environments  
EDTC 618  Application of Telecommunications in Education  
EDTC 621  Graphic Communication and Interface Design  
EDTC 645  Microcomputer Applications in Education Instruction  
EDTC 654  Instructional Design: Techniques in Educational Technology  
EDTC 656  Computer Graphics: Educational Applications and Production Techniques  
MATH 629  History of Mathematics  
MATH 696  Communication and Technology in Mathematics  
MATH 666  Geometry  
MATH 646  Problems in Mathematics  
MATH 640  Linear Algebra  
MATH 645  Survey Problems I  
STAT 601  Statistical Analysis  
STAT 608  Least Squares & Regression Analysis  
WFSC 335  Natural History of the Invertebrates  
WFSC 420  Ecology for Teachers

Sample degree plans are provided in Appendix A

Faculty

Faculty who will work on course conversion and teaching in the on-line program are all current or new faculty in the Teaching, Learning and Culture Department. Most of the faculty have taught on-line courses or have web supported courses.

Dr. Lynn Burlbaw is an associate professor in the Department of Teaching, Learning and Culture with scholarly and research interests in Social studies education, curriculum development and evaluation, computers in education, science-technology-and-society issues, learning and evaluation, public history (archaeology). Dr. Burlbaw received his PhD. from the University of Texas at Austin in Curriculum and Instruction. Courses that Dr. Burlbaw teaches include EDCI 638 Trends in Curriculum and Teaching; EDCI 659 History of American Education; EDCI 644 Curriculum Development; EDCI 689 Special topics: History field School; TEED 602 Contemporary Perspectives on Education; TEED 682 Post Baccalaureate Seminar; and TEFB 404 Social Studies in Middle and High Schools. The course, EDCI 644 Curriculum Development was introduced as an on-line course during summer 2001 by Dr. Burlbaw. In addition, Dr. Burlbaw is planning to introduce EDCI 637: Educator as Researcher as an on-line course spring 2006.

Dr. Steve Carpenter is an associate professor in the Department of Teaching, Learning and Culture with scholarly and research interests in art education with contemporary ceramic artworks, hypertext curriculum theory and design. Dr. Carpenter received his PhD in Art Education from The Pennsylvania State University. Dr. Carpenter is a new faculty member in TLAC beginning his appointment as an associate professor fall 2004, thus no previous courses taught in TLAC are available. The course, EDCI 689: Special Topics in Advanced Classroom
Management is scheduled to be introduced as an on-line course during fall 2005 by Dr. Carpenter.

**Dr. Francis Clark** is a professor in the Department of Teaching, Learning and Culture with scholarly and research interests in Administration and Supervision, Communication Technologies, Inquiry Strategies/Methodologies. Dr. Clark has conducted national and international seminars in the areas of Learning and Instruction Modeling, Task/Resource Attributes. He is the author or co-author of a number of technical publications. Dr. Clark received his EdD in Industrial Education from the University of Missouri, Columbia. Courses that Dr. Clark teaches include EDCI 646 Instruction Theory, EDCI 690 Theory of Curriculum & Instruction Research, and EDCI 673: Analysis of Teaching Behavior. The course, EDCI 673: Analysis of Teaching Behavior was introduced as an on-line course during summer 2004 by Dr. Clark.

**Dr. Jon Denton** is a professor in the Department of Teaching, Learning and Culture with scholarly and research interests in technology integration in instructional design; teacher preparation models and professional development. He currently serves as the P.I. or co-P.I. on five funded projects (four federal grants and one foundation grant) involving the integration of technology into classrooms. Dr. Denton received his EdD from the University of Missouri, Columbia in Secondary Education. Courses that Dr. Denton will teach on-line include EDCI 675: Teaching Strategies: Patterns of Learning, EDCI 689: Special Topics in Professional Development Strategies for Science Teachers, EDCI 689: Special Topics in Protocols for Online Materials Development in Science. The course, EDCI 675: Teaching Strategies: Patterns of Learning was introduced as an on-line course during fall 1999 by Dr. Denton.

**Dr. Jack Helfeldt** is a professor in the Department of Teaching, Learning and Culture with scholarly and research interests in investigations of reading comprehension, and reading teacher education. Dr. Helfeldt received his PhD from Syracuse University. Currently, Jack is interested in exploring the changing nature of literacy teaching and learning as precipitated by information and communication technologies (ICT) and other emerging technologies. Courses that Dr. Helfeldt teaches include EDCI 684 Professional Internship. The course, EDCI 607: Programs and Procedures in Supervision is scheduled to be introduced as an on-line course during spring 2006 by Dr. Helfeldt.

**Dr. Valeria Hill-Jackson** is a clinical assistant professor in the Department of Teaching, Learning and Culture with scholarly and research interests in multicultural education and teacher preparation. Dr. Hill-Jackson received her Ed.D. from St. Joseph’s University. Dr. Hill-Jackson is a new faculty member in TLAC beginning her appointment as a clinical assistant professor fall 2004. Dr. Hill-Jackson has worked in the department for a year as a lecturer teaching undergraduate classes in multicultural education. The course, EDCI 677: Strategies for Teaching in a Culturally Pluralistic Society is scheduled to be introduced as an on-line course during fall 2006 by Dr. Hill-Jackson.

**Dr. Larry Kelly** is a clinical assistant professor in the Department of Teaching, Learning and Culture with scholarly and research interests is focused on teacher education, its contemporary status, its improvement, and its history. He is particularly interested in circumstances in which teachers' practical experience join the theoretical insights of researchers in order to create a culture of excellence. Dr. Kelly received his degree in Curriculum and Instruction from the
University of Texas at Austin. Courses that Dr. Kelly teaches include TEED 602 Contemporary Perspectives on Education; TEED 649 Instructional Strategies in Science; TEED 682 Seminar; TEED 684 Professional Internship. The course, EDCI 638: Trends in Curriculum & Instruction is scheduled to be introduced as an on-line course during fall 2006 by Dr. Kelly.

**Dr. William Rupley** is a professor in the Department of Teaching, Learning and Culture with scholarly and research interests in Reading Acquisition, Reading Comprehension, Reading Assessment & Reading Teacher Assessment. He has been principal investigator in a variety of applied projects related to Reading Acquisition, Effective Reading Instructions in Rural Settings & Development Implementation of Reading Instruction for Academic 2000 and Texas Reading Academies. Dr. Rupley received his PhD from the University of Illinois. Courses that Dr. Rupley teaches include RDNG 351 Reading in the elementary School; RDNG 604 Reading Diagnosis; RDNG 642 Clinic Teaching in Reading. The course, RDNG 674: Developmental Reading in the Elementary School is scheduled to be introduced as an on-line course during fall 2006 by Dr. Rupley.

**Dr. LaVerne Young-Hawkins** is an associate professor in the Department of Teaching, Learning and Culture with scholarly and research interests in technology transfer and multicultural education. Courses that Dr. Hawkins teaches include TEED 602 Contemporary Perspectives on Education. The course, EDCI 602: Cultural Foundations, was introduced as an on-line course during summer 2004 by Dr. Hawkins. Dr. Hawkins received her PhD in Vocational Technical Education from Virginia Tech.

**Transition to Distance Degree**

The courses listed under Required Courses (page 4) are currently being offered on-line and the remaining nine (9) courses listed as Suggested Curriculum & Instruction Support Courses (page 4) are scheduled for conversion to on-line courses over the next 2 years.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Academic Rank</th>
<th>Course Number &amp; Title</th>
<th>On-line Functionality Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaVerne Young-Hawkins</td>
<td>Associate Professor</td>
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<td>Summer 2004</td>
</tr>
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<td>Professor</td>
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<td></td>
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<td></td>
</tr>
<tr>
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<td>Professor</td>
<td>EDCI 607: Programs and Procedures in Supervision</td>
<td>Spring 2006</td>
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</tr>
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<td>Clinical Assistant Professor</td>
<td>EDCI 677: Strategies for Teaching in a Culturally Pluralistic Society</td>
<td>Fall 2006</td>
</tr>
</tbody>
</table>

**Evaluation Plan**

All courses in the program have evaluation protocols that collectively make up the total evaluation plan for the distance education M.Ed. program. Strategies for determining individual student competence with respect to each course objective will be met by a variety of measurement techniques by graduate faculty responsible for teaching the courses. One strategy that has proven to be very effective for the on-line course, EDCI 675, has been to require the development of academic products (such as, position papers, concept analyses, instructional analyses, PowerPoint Lessons or html products) that fulfill individual course objectives and are evaluated using rubrics related to each objective that are provided in the course syllabus. For this particular course, the course grade is determined by the number of course objectives successfully attained by the student. Further, this approach provides explicit information about the academic performance expected related to the concepts, principles, models, theories, and processes in the course and whether the student has satisfied particular objectives (demonstrated competence to the faculty member’s satisfaction).

Annual benchmarks will be established based on the anticipated increase of students who earn their Master of Education degree in Curriculum & Instruction via a distance education delivery system. The Benchmark of *M.Ed. graduates/year* is listed in the following table.

<table>
<thead>
<tr>
<th>Projected Enrollment</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning students from prior year</td>
<td>NA</td>
<td>50</td>
<td>60</td>
<td>62</td>
<td>74</td>
</tr>
<tr>
<td>New and transfer students</td>
<td>NA</td>
<td>47</td>
<td>59</td>
<td>88</td>
<td>115</td>
</tr>
<tr>
<td>Graduated</td>
<td>37</td>
<td>37</td>
<td>57</td>
<td>76</td>
<td>95</td>
</tr>
<tr>
<td>Total M.Ed. Students</td>
<td>87</td>
<td>97</td>
<td>119</td>
<td>150</td>
<td>189</td>
</tr>
</tbody>
</table>

The *increased number of Master of Education graduates* in the Department of Teaching, Learning and Culture across years will be the benchmark for demonstrating the effectiveness of this distance education program. As a result of this benchmark 95 M.Ed. graduates, or 58 additional graduates in 2007, will occur compared to 37 M.Ed. graduates in 2003.
A second set of benchmarks will be the number of graduate TLAC courses brought on-line/year. As a result nine (9) courses in the TLAC department will be offered on-line by Fall 2006.

Assumptions:

1. All admitted distance education M.Ed. students are part-time. The availability of a 24/7 digital program will increase dramatically the appeal of the M.Ed. program due to flexibility for experiencing the curriculum by students who would otherwise not consider the traditional delivered on-campus program due to their professional and family responsibilities.

2. Students will finish their programs in four years. It is anticipated that part-time students will successfully complete three (3) courses each year by enrolling in courses across the fall, spring and summer sessions. The availability of a 24/7 digital program will provide candidates with options for completing course requirements.

3. The program will admit up to 30 additional students/year as the on-line program becomes established and known by prospective students through extensive marketing efforts. Capitalizing on the reputation of the University and the College of Education and Human Development, extensive marketing of an array of on-line course offerings available each semester will result in greater enrollment in the M.Ed. program attracting candidates from more distant locations, because travel to campus will not be necessary.

4. It is anticipated that eighty (80) percent of the M.Ed. distance education program students will complete their programs. Degree completion rates should increase given the flexibility of a 24/7 digital program for students who potentially would exit the program due to professional and family circumstances. However, this program does not address the role of financial circumstances affecting program completion, yet considerable savings in travel costs will offset increased course fee expenses.

MASTER’S DEGREES IN THE DEPARTMENT OF TEACHING, LEARNING & CULTURE (TEXAS A&M UNIVERSITY)

Students seeking either the M.Ed. or M.S. degree in curriculum and instruction may emphasize one of the following areas: elementary education, secondary education, reading, mathematics education, science education, social studies education, language arts education. Students seek the M.S. in the following areas: elementary education, secondary education, reading, mathematics education, science education, social studies education, language arts education. The M.S. degree (thesis required) places more emphasis in the research preparation than the M.Ed. This difference is reflected in the course requirements for each program.
TEXAS A&M UNIVERSITY'S COMPLIANCE WITH SECTION 4.105 OF
SUBCHAPTER E. “Approval of Distance Education and Off-Campus Instruction for
Public Colleges and Universities”

M.Ed. – Curriculum and Instruction

1. Quality Standards: The M.Ed. degree in Curriculum and Instruction is composed of courses
outlined in the document accompanying this request. As required by Section 4.105 of
Subchapter E, distance students are required to complete the same work as students in the
resident sections of the courses offered via distance. Since the distance courses are taught via the
World Wide Web, students may be “at a distance” or on campus. No distinction in requirements
is made for students based on their location.

The Master of Education in Curriculum and Instruction faculty members are committed to
providing a level of quality for off-campus students equivalent to that of on-campus resident
credit instruction. All standards required of regularly enrolled on-campus students will be
required of the students who use remote instructional services. These services include the use of
regularly employed graduate faculty members, the same faculty contact hour requirements,
courses being taught only by graduate faculty, availability of faculty support services, access to
library facilities with library privileges, and standard evaluation.

In addition to regular individual class and faculty evaluations the Master of Education degree in
Curriculum and Instruction is systematically reviewed every five years. This review includes
surveys and interviews with current students, graduates, faculty, administration, and other
stakeholders. Some of these reviews will include outside reviewers as well. Teaching,
evaluation, review and refining are important steps in ensuring quality for all programs.

2. SACS Standards: Distance courses are the same as resident courses and are offered in
accordance to SACS standards.

3. Admission: All students admitted to graduate classes in Teaching, Learning and Culture
(TLAC) at TAMU must be admitted as a master’s student (G7), as a doctoral student (G8), or as
a post-baccalaureate, non-degree seeking student (G6). Admission as a G6 student requires that
the student complete the application form and submit a transcript showing that the student has
also earned a bachelor’s degree. The M.Ed. in Curriculum and Instruction distance program
would also require students entering as a G6 to have the necessary prerequisites for any courses
in which the student wishes to enroll. As indicated in the TAMU graduate catalogue, students
may apply a maximum of 12 semester hours of course work taken while the student is in the G6
category, IF the student can meet all requirements for admission to the master’s program, and IF
TLAC approves application of any or all of the courses taken while the student is a G6.
However, the department is under no obligation to allow the student to apply any of these G6
hours toward the M.Ed. – Curriculum and Instruction. All students, distance or resident, must
apply to the graduate program by completing the graduate application, the departmental
application, letters of recommendation and submitting the required documentation, such as
transcripts and GRE scores. Submitted application materials are considered as part of the total
application packet.
**Faculty:** Texas A&M University allows only graduate faculty to teach graduate courses. The Office of Graduate Studies and the University Graduate Instruction Council monitor criteria for admission to the graduate faculty. All faculty members are required to submit teaching evaluations from their courses. For faculty teaching distance sections, appropriate questions for students taking distance classes can be added to aid the instructor in assessing the effectiveness of the course. Graduate faculty teaching distance sections also teach resident sections. The University offers support to distance faculty through the Office of Distance Education, and the College of Education and Human Development also provides support through its Office of Distance Education. The following faculty have either prepared and offered online courses for an online Master of Education program or have been identified to consider developing courses for this program.

5. **Training and support of faculty** using instructional telecommunications is available through the Instructional Technology Services, The College of Education & Human Development Office of Distance Learning, and the Center for Distance Learning Research.

6. **Instructor of Record:** The graduate faculty member teaching the graduate course is solely responsible for teaching the course and for monitoring and evaluating all course activities and assigning grades.

7. **Instruction:** All course materials used in the M.Ed. – Curriculum and Instruction are developed by the faculty member(s) responsible for the course(s). These materials provide the same content ideas and processes that are examined in resident classes taught on campus.

8. **Support Services:** Distance students receive academic advising from graduate faculty responsible for the program and the courses that comprise the graduate programs delivered via distance. TAMU also has library services available for distance students. These services are available from the TAMU library online resource page. Graduate distance students, like all graduate students, may apply for financial aid if they are enrolled in four semester hours/semester. TAMU makes no distinction in financial aid to its graduate students, resident or distance.

**Arrangements to Meet Unique Needs of Distance Learners**

College of Education and Human Development

Distance learners need convenient means of communicating among themselves, the University, and the instructor. Electronic mail, telephone, and facsimiles will be the most effective forms of communications for the students and faculty outside of the classroom. The Polycom videoconferencing unit has the ability to utilize H.323 protocol creating the possibility of connecting with the students via the Internet on a point-to-point basis, literally anywhere-anytime. By simply typing an IP address of the other site, the professor and student are connected.

The College of Education Distance Learning Office has developed a brochure and web site (http://www.coe.tamu.edu/~distance/studserv.html) for distance students that include telephone numbers, email addresses and web sites for a variety of campus services including registration,
student accounts, and college contacts. These brochures are made available to all distance students by mail prior to the first day of class.

Faculty and/or College representatives participate in pre-semester information sessions that are held in the participating school districts to allow teachers to learn about the M.Ed. in Curriculum and Instruction and Texas A&M University.

**Computing Services**
Distance learners have access to many of the same resources related to the program as on-campus students. Each student enrolled in classes at Texas A&M University, whether local or remote, has access to all computing resources through the Department of Computing and Information Services. The CIS web site can be found at (http://cis.tamu.edu/about/docs/accounts.html).

**Library Services**
The TAMU library has developed a web site (http://www.tamu.edu/library/dels/) and a brochure for distance learners, emphasizing paths to access needed resources and materials. Library services are available through the state sponsored TexShare, with 144 library members across the state of Texas. Individual class web pages will provide links to other libraries and resources available to students.

**Other Student Services**
The Division of Student Affairs has assembled information for Distance Education students regarding Student Financial Aid, Student Counseling Services, and Student Activities and the Memorial Student Center.

**10. Facilities:** Courses and course materials offered via the World Wide Web can be accessed by students when they are given the appropriate course URL and password.

**11.** TAMU follows all guidelines for off-campus instruction given in Section 105 Chapter 4, Subchapter E of the Higher Education Administrative Code. The proposal to allow TAMU to offer its M.Ed. in Curriculum and Instruction via distance is developed to comply with those criteria.
## Appendix A

Sample Degree Plan Master of Education with emphasis in science education  
Total of 36 hour program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDCI 602</td>
<td>Cultural Foundations</td>
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<tr>
<td>EDCI 675</td>
<td>Teaching Strategies: Patterns of Learning</td>
<td>3 hrs</td>
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<tr>
<td>EDCI 689A</td>
<td>Special Topics in Advanced Classroom Management</td>
<td>3 hrs</td>
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<tr>
<td>EDCI 689B</td>
<td>Special Topics in Educator as Researcher</td>
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<tr>
<td>EDCI 689C</td>
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<td>Special Topics in Protocols for On-line Materials Dev in Sc</td>
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<td>EDCI 689E</td>
<td>Special Topics in Professional Dev Strategies for Sc Teachers</td>
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<tr>
<td>EDTC 645</td>
<td>Microcomputer Applications in Education Instruction</td>
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<tr>
<td>WFSC 335</td>
<td>Natural History of the Invertebrates</td>
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<tr>
<td>WFSC 420</td>
<td>Ecology for Teachers</td>
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Sample Degree Plan Master of Education with emphasis in mathematics education  
Total of 36 hour program

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<td>EDCI 673</td>
<td>Analysis of Teaching Behavior</td>
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<td>Trends in Curriculum &amp; Instruction</td>
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